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ABSTRACT

The Minnesota Indian Scholarship Program has grown tremendously since 1955 when three Indian students were given financial aid to attend college. This report provides a narrative and statistical history of the program and its activities with the state legislature, high school counselors, post secondary financial aids officers, tribal and reservation scholarship personnel, Bureau of Indian Affairs, and other funding sources to facilitate the educational goals of Indian students who need assistance. It describes responsibilities of the scholarship officer, the 1977 reorganization of the Scholarship Committee, the revision of forms, plans to create a definitive set of Scholarship Committee by-laws and grant guidelines, development of a data collection system, possible extension of funds to post baccalaureate students, future expansion of office staff, and intensified efforts to promote program awareness and participation. Tables show fund sources, amounts appropriated, numbers of students funded, average grants, graduates or program completions, and colleges attended by tribal backgrounds. Appendices provide a text of the Indian Scholarship Law and information for counselors and potential scholarship recipients describing application procedures. Included is a summary of the Scholarship Research effort which surveys post scholarship recipients to assess educational attainments, college majors, schools attended, employment history, and personal comments. (NEC)

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The Minnesota Indian Scholarship Program (MISP)

The Minnesota Indian Scholarship Program (MISP) has been in existence since 1955 when three Indian students were given financial assistance to attend college. Since 1955 the program has grown tremendously - in dollars, in numbers of students, in versatility and in prestige among the Indian groups. With the help of interested and supportive legislators, the funding for MISP has grown in each biennium since 1955. Table I shows the growth of the program from 1957-58 to 1977-78; a period of 20 years. Since 1972-73 it has been difficult to compute the total amount of funds being used from non-state sources. However, these 'other resources' are being utilized to a point that probably exceeds $4,000,000 per year.

The Minnesota Department of Education Scholarship Officer helps to package grants for more than 1000 students per year with the combined resources of state funds, B.I.A. funds, BEOG grants, SEOG grants, and other aids. Most of the Indian students have assessed budgetary needs of $2,000 to $5,000 each. The Minnesota Indian Scholarship funds contribute an average of 10-25% of the total funds allocated with the remainder funded by BEOG, B.I.A., tribal grants, SEOG, or private sources. Loans, part-time work, veteran's benefits, social security benefits, etc., also assist many students. The scholarship officer works closely with high school counselors, post-secondary financial aids officers, tribal and reservation scholarship personnel, B.I.A. and other funding sources to facilitate the post-secondary educational goals of all American Indian students who need assistance. Counseling and guidance as well as informational and financial assistance are made available for all American Indian students.

In early years of the program, the scholarship officer worked mainly with high school counselors or principals, college admissions personnel, and private sources. The B.I.A. had limited amounts of scholarship funds as did tribal groups. However, the 1960's brought increases in federal resources, B.I.A. resources, tribal funds and also witnessed the addition of more financial aids officers at

TABLE I

MINNESOTA INDIAN SCHOLARSHIP PROGRAM

YEAR	Minnesota		Other Agencies					Total dollars allocated	Students Assisted[4]		
	Legislative Grants[1]	% of Total	Bureau of Indian Affairs	Tribal Grants[2]	Misc. Private all others	Total non-state	% non-state		No. assisted	(State-assisted)	No. of completions[5]
1957-58	7,500	45%	5,000	none	4,000	9,000	55%	16,500	25		2
1958-59	10,000	44%	6,924	none	6,000	12,924	56%	22,924	31		3
1959-60	7,500	23%	9,400	3,500	12,280	25,180	77%	32,680	NA		3
1960-61	7,500	21%	11,500	3,700	13,000	28,200	79%	35,700	40		5
1961-62	12,000	25%	15,904	4,200	15,000	35,104	75%	47,104	70		13
1962-63	15,000	22%	26,906	5,100	22,424	54,430	78%	69,430	57		6
1963-64	20,000	24%	33,508	5,602	24,178	63,288	76%	83,288	57		29
1964-65	20,000	18%	40,750	6,817	42,828	90,395	82%	110,395	64		41
1965-66	24,961	20%	37,980	7,475	52,074	97,529	80%	122,490	76		11 (+2 Yr.)
1966-67	25,000	16%	44,878	8,630	74,747	128,255	84%	153,255	70		12 (+2 Yr.)
1967-68	35,000	19%	50,007	10,630	90,999	151,636	81%	186,636	95		26
1968-69	40,000	16%	83,000	11,500	114,440	208,949	84%	248,949	243	(102)	36
1969-70	60,000	15%	118,212	10,994	201,881	331,987	85%	391,087	331	(142)	50
1970-71	75,000	12%	243,000	12,040	321,848	576,888	88%	651,888	375	(325)	49
1971-72	190,161	13%	645,219	12,280	655,554	1,313,053	87%	1,503,214	689	(231)	56
1972-73	269,839	13%	769,232	8,100[3]	1,069,744	1,847,076	87%	2,116,915	965	(312)	91
1973-74	225,000	8%	810,000	780,000[3]	936,315[6]	2,526,315[6]	92%	2,756,315	916	(460)	90
1974-75	235,000	10%	772,749	(Adm.	1,577,251[6]	2,350,000[6]	90%	2,585,000	968	(475)	113
1975-76	400,000	10%	1,101,700	B.I.A.	2,898,300[6]	4,000,000[6]	90%	4,400,000	900	(728)	157
1976-77	400,000	10%	1,696,129	funds)	2,303,871[6]	4,000,000[6]	90%	4,400,000	1,032	(914)	177
1977-78	500,000	---	-----		-----	-----	---	-----	1,100	(938)	152
1978-79	500,000	---	-----		-----	-----	---	-----	----		---

[1] May not match fiscal grants of legislature due to cut-off dates and fiscal carryover.
[2] Tribal grants are the total for all tribes and Indian groups. B.I.A. and tribal were combined in 1974.
[3] BIA funds were contracted out to tribes July 1, 1973. Includes administration costs.
[4] Available figures were used: those previous to 1968 are state assisted only; those after 1968 represent all students funded.
[5] Out of state and delayed completions are difficult to document. Numbers may be low, especially pre-1968.
[6] Based on best estimates: other sources of funding include social security, veteran's benefits, BEOG grants, private scholarships, disability benefits, school scholarships, etc. MISP has provided approximately 10% of the total amount of funds allocated.

post-secondary institutions with a charge to serve minority and/or disadvantaged youngsters. The SDE scholarship officer was able to use these increasing resources for the benefit of American Indian youngsters. In meeting the increased demands of larger numbers of students with a greater variety of resources, the task of the scholarship officer became more complex. However, more and more people were available to assist - both at the high school, college, and tribal levels. It became more time-consuming to collect program-wide information but since the program began with small numbers and data collection systems were inititated in the early years, annual reports usually contained all relevant data.

The law (124.48) relative to the Indian Scholarship Program established a Scholarship Committee. This committee was composed of persons from several interested agencies as well as school district, college and SDE persons. Only a few were American Indian. As the program grew and more Indian persons were in roles of counseling, guidance and post-secondary financial assistance programs, it was felt that the Scholarship Committee should probably be revised. Therefore, during 1976-77, the Scholarship Committee (some of whom had served for 18 years) was kept informed of tribal and SDE recommendations relative to the committee's composition. With the assistance of newly reconstituted Minnesota Indian Affairs Intertribal Board, a new Indian Scholarship Committee was recommended to the State Board in August of 1977, was appointed and began meeting the same month. (The current committee members are listed on page 4.)

The new Scholarship Committee met in August of 1977 to make determinations for fall funding. They met again in September to adopt a set of by-laws and to determine guidelines and priorities for funding. These by-laws and guidelines will serve as a framework for the Scholarship Committee as they address their task. With the adoption of by-laws and with a clear set of priorities, the work of the committee has proceeded with a minimum of difficulty. The committee usually meets monthly to determine recommendations, allocate funds and solve any current problems. All members of the committee are knowledgeable in the area of financial

February 1979

SCHOLARSHIP COMMITTEE

Duluth Area Representatives

Mr. George Himango, Exec. Director
Fond du Lac Reservation
105 University Road
Cloquet, MN 55720

phone: (218) 879-5525

Mrs. Geraldine Kozlowski, Director
Indian Education - Duluth
Independent School District Board
2nd & Lake Avenue
Duluth, MN 55802

phone: (218) 723-4150

Minneapolis Area Representative

Mr. Steve Chapman
Metropolitan Community College
1501 Hennepin Avenue
Minneapolis, MN 55403

phone: (612) 341-7064

St. Paul Area Representative

Ms. Sharon Romano
Minnesota Chippewa Tribe
3045 Park Avenue South
Minneapolis, MN 55407

phone: (612) 827-3588 (afternoons only)

Red Lake Reservation Representative

Ms. Peggy Whitefeather, Scholarship Officer
Red Lake Indian Agency
Red Lake, MN 56671

phone: (218) 679-3371

Minnesota Chippewa Tribe Representative

Mr. Larry P. Aitken, Scholarship Officer
Minnesota Chippewa Tribe
Box 217
Cass Lake, MN 56633

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Minnesota Sioux Representative

Mr. Dave Larson, Community Rep.
Morton, MN 56270

phone: (507) 697-6340

Bureau of Indian Affairs Representative

Mr. Dick Wolf, Education Specialist
Minneapolis Area Office
831 - 2nd Avenue South
Minneapolis, MN 55402

phone: (612) 725-2901

Bemidji Area Representative

Mr. Bob Villwock, Minister
1515 Calihan Avenue
Bemidji, MN 56601

phone: (218) 751-8667 (work)
(218) 751-1668 (home)

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aids, the majority are American Indian, and all are deeply committed to operating a successful program.

In the last six to eight years it has become more and more necessary to work closely with the tribes (who are responsible for allocating most of the B.I.A. scholarship funds), the Reservation Business Committees (who often have their own scholarship person), the B.I.A. (which handles funds for the Sioux Communities) and specific scholarship aids personnel at post-secondary institutions. Fortunately, the scholarship officers (past and present) had always involved these people and working relationships were maintained. The current scholarship officer conducts orientation meetings for all new financial aids personnel as necessary. All experienced financial aids personnel also work with inexperienced financial aids personnel to assist students at the post-secondary institutions.

During 1977 & 1978 most scholarship forms were revised for ease of processing and for better useability. New information sheets were developed and about 3000 of these are distributed to high schools, post-secondary schools and colleges, tribal offices, parents, and participants each year. A data collection system was developed during fiscal '78 with the help of the data systems section. Beginning with the 1977-78 school year, all information was coded by student identification number with the intention of key punching and recording for more efficient data retrieval. If the system proves useful, the Indian Education Section should be able to collect and consolidate data more quickly with more data available. With the collection system it will be possible to determine the numbers of students who have specific supplemental kinds of funding, the ratio of first, second, third and fourth year students, the male-female ratio, the tribal backgrounds, numbers of representatives from each school district, etc. All of this data should be very useful to the program personnel, the Indian Education Section, the State Board and the Legislature. (Please see the appendix for the data collection coding sheets and format.)

Tables I, II and III show some of the data that has been collected each year by the scholarship office. Table I was shared with some legislative committees in the fall of 1976, but the numbers of completions for 75-76 and 76-77 were tentative at that time. These numbers were confirmed and revised since that time and now, more accurately reflect the last eight years of the program.

Table II was also developed for the legislature and the legislative committees that work on post-secondary financial aids. Some questions arose as to the numbers of four-year, two-year and vocational students. Very few vocational students were funded prior to 1969, but this area of financial assistance has grown quite rapidly since 1969. Since the intent of the financial assistance is to help Indian students prepare for a meaningful occupation, table II records the number of completions in four-year, two-year or vocational programs. Since many Indian students do not begin and complete programs in the minimum of time, course completions give a better indication of program success.

Table III was developed for an annual report when it was noticed that the program's growth seems most phenomenal when viewed in the context of bienniums. The dollar amounts have increased to nearly 8 times the 70-71 amount. Student numbers have increased by about 6 times (if the 2000 figure estimate is approximately correct) and completions have increased by nearly 4 times. Since most sutdents were on four-year programs, the completion rates tend to reflect numbers from four or more years previous. Therefore completion rates will probably also reach five or six times the 1970-71 figures by the end of the 78-79 biennium.

Table IV compiles some statistics that are often asked by tribal, departmental and legislative groups. Therefore for the past two years, the tribal background and the type of post-secondary institution were combined to get a composite of which students are attending post-secondary institutions and where they are attending. It should be kept in mind that the tribal background does not necessarily indicate the student's place of residence. That is, urban students are not distinguished from reservation students, since all students are traced to

TABLE II

SUMMARY REPORT: MINNESOTA INDIAN SCHOLARSHIP PROGRAM

FY	FUNDS AVAILABLE	STUDENTS FUNDED [2]	AVERAGE GRANT [1]	4-YEAR GRADS	2-YEAR GRADS	VOC. ED. GRADS
70	$ 50,000	142	$422	29	6	15
71	75,000	235	318	27	7	15
72	100,500	231	435	25	22	9
73	129,500	312	415	42	29	20
74	225,000	460	490	40	35	15
75	235,000	475	495	58	35	55
76	400,000	728	550	46	40	71
77	400,000	914	465	39	51	87
78	500,000	938	651	69	10	81
TOTALS (for FY'70 thru FY'78)		4,435 [2]		375	235	368

[1]Dollar amount is not the same as funds available divided by numbers of students, since many original allocations were only partially used and then reallocated to other students.

[2]Represents total number of allocations since some of the same students are funded for four years in 4-year programs.

TABLE III

GROWTH OF INDIAN SCHOLARSHIP PROGRAM

YEAR	DOLLARS APPROPRIATED	# OF STUDENTS FUNDED *1	GRADUATES OR COMPLETIONS *2
70-71 Biennium	135,000	377	99
72-73 Biennium	230,000	543	147
74-75 Biennium	460,000	937	238
76-77 Biennium	800,000	1,703	334
78-79 Biennium	1,000,000	(2,000?)	160 *3

*1. Numbers of students funded do not necessarily represent an equal number of 'different' persons. Many students were funded twice during a biennium and are recorded as two students funded.

*2. Graduates or completions include four year, two year and vocational education completions.

*3. Number of confirmed completions for 77-78 school year only.

TABLE IV

MINNESOTA INDIAN SCHOLARSHIP PROGRAM

by College -- by Tribal Background

	(75-76)						(76-77)						(77-78)					
	MCT	RED LAKE	MINN. SIOUX	OTHER	CANADA	TOTAL 75-76	MCT	RED LAKE	MINN. SIOUX	OTHER	CANADA	TOTAL 76-77	MCT	RED LAKE	MINN. SIOUX	OTHER	CANADA	TOTAL 77-78
Bemidji State U.	149	60	1	17	1	228	165	52	0	17	1	235	117	32	0	17	0	166
Community Colleges	45	29	1	8	4	87	81	20	0	11	2	114	78	25	4	15	3	125
State Universities	15	1	1	11	0	28	17	2	5	3	1	28	18	2	4	1	1	26
Univ. of MN (4 campuses)	157	43	4	7	4	215	120	37	00	8	2	167	100	24	2	29	3	158
Private Colleges	54	5	2	20	0	81	68	9	2	13	1	93	39	14	4	11	0	68
A.V.T.I.'s	112	20	0	26	3	161	203	21	4	35	3	266	178	18	4	24	0	224
F.Y. TOTALS						800						903						767

their tribal affiliation which is usually Minnesota Chippewa Tribe, Red Lake or the Sioux Communities, regardless of current address.

With the assistance of the scholarship officer, the manager of Indian education, and the scholarship committee, new plans are being made to improve the scholarship program. Among the activities or plans currently underway or being piloted are the following:

1. A definitive set of by-laws for the Scholarship Committee (discussed and revised in 1977; reviewed in 1978; further reviewal in 1979.)
2. Guidelines and priorities for the Scholarship Committee to assist in the grant award process. (Discussion during 1977-78; being developed as committee recommendations suggest.)
3. An itemized data collection system. (The format is complete; the plan to be implemented as soon as funds and time allow.)
4. A research project on the whereabouts of former scholarship recipients. (See appendix D.)

Other ideas under consideration are a plan or procedures for getting information to younger students; i.e. before their senior year; and the development of a brochure for improving the flow of information to younger students, out-of-school students, parents, counselors, community groups and other agencies.

These plans and ideas will be implemented with the help of the Indian Education Section and the State Department of Edcuation. The scholarship officer will be coordinating many of the activities, but those activities will be in addition to the regular tasks that are part of each year's program. In addition to completing the packaging for 1000 to 1200 eligible students, the scholarship officer visits approximately 100 to 120 high schools and 40-60 post-secondary institutions. The scholarship officer also retains liaison with all tribal groups and tribal offices including the B.I.A. in order to package the individual grants. Files are maintained on each student and follow-up on all currently enrolled students

is part of the re-funding process.

Some of the items that are in the thinking for the future are the hopes to:

1. Extend some portion of the funding to post-baccalaureate students to assist with the achievement of Master's degrees in areas of counseling, social work and administration where American Indian people are sorely needed.
2. Acquire some assistance in the scholarship office since the program is rapidly becoming too large for the current staff of one professional and one secretary.
3. Implement more meetings, workshops and more efficient forms procedures to keep all aspects of the program understandable and effective for financial aids officers, prospective students, parents and SDE staff.

The Minnesota Indian Scholarship Program has been of great benefit to large numbers of American Indian students. The numbers of persons who have been assisted probably exceeds 5,000. Most of the Indian persons now in responsible positions in Minnesota have been assisted by the program. The Indian Education Section, the Department of Education and the Minnesota legislature can all be very proud of the Scholarship program and the leadership role Minnesota has taken in such a program

Appendix A (attached) is a copy of the Scholarship Law with the most recent amendments italicized. Appendix B is a copy of the newest information sheet distributed to all counselors and potential scholarship recipients. Appendix C is a copy of the data collection format to be started in FY'78. Appendix D is a summary of the Scholarship Research effort. Any suggestions or questions may be directed to the Scholarship Officer, the Indian Education Section or the Assistant Commissioner for Special and Compensatory Education.

APPENDIX A

Minnesota Statutes 1978, Section 124.48 reads:

124.48 INDIAN SCHOLARSHIPS. The state board may award scholarships to any Minnesota resident student who is of one-fourth or more Indian ancestry and who, in the opinion of the board, has the capabilities to benefit from education. Scholarships shall be for advanced or specialized education in accredited or approved colleges or in business, technical or vocational schools. Scholarships shall be used to defray tuition, incidental fees, books, supplies, transportation, other related school costs and the cost of board and room and shall be paid directly to the college or school concerned. The amount and type of each such scholarship shall be determined through the advice and counsel of the Minnesota Indian scholarship committee.

When an Indian student satisfactorily completes the work required by a certain college or school in a school year he is eligible for additional scholarships, if additional training is necessary to reach his educational and vocational objective. Scholarships may not be given to any Indian student for more than four years of study.

[Ex1959 c 71 art 5 s 36; 1971 c 176 s 1; 1977 c 384 s 1]

APPENDIX B

HIGHER EDUCATION PROGRAMS AVAILABLE FOR MINNESOTA INDIAN STUDENTS (Includes Twin City Area Indian Students)

REV. 8-77

A. State Indian Scholarship Program

Scholarships are available through the State Department of Education to any eligible Indian student in Minnesota who (1) is one-fourth degree or more Indian ancestry; (2) is a resident of Minnesota and a member of a recognized Indian tribe; (3) is a high school graduate or has an approved equivalent certificate; (4) has ability to benefit from advanced education; (5) is accepted by an approved college, university or vocational school in Minnesota; and (6) is accepted and recommended by the Minnesota Indian Scholarship Committee.

1. Amount of Scholarship:

   State Indian Scholarships are available to any eligible Indian student in Minnesota. The average grant ranges from $100 to $800 based on need. These grants are paid directly to the colleges or schools concerned and may not be given to any Indian student for more than four years of study or after he/she has completed his/her Bachelor's Degree. For the 1976-77 school year, $400,000 was available. For the 1977-78 school year, $500,000 is available. (Federal or Tribal Indian grants may supplement State Grants to eligible students.)

2. When and How to Apply:

   a. Select your vocational school or accredited college of higher learning.

   b. Complete college application blanks for admission and financial aids.

   c. Request and complete State and Tribal scholarship application early, at least by May 1st and not later than May 15th. Check with your counselor or high school principal or write to: Scholarship Officer, Indian Education, State Services Center, 1705 U.S. Hwy. 2 West, Bemidji, MN 56601.

   d. Applications are considered in June, July and August by the Scholarship Committee and each month thereafter if funds are still available.

B. Tribal Scholarship Program (Higher Education) - for State Colleges, Private Colleges and Universities. Not available for vocational schools. Requirements for the program are: ¼ Indian Ancestry, acceptance by an accredited college, and definite need established by college financial aids officer. There are no reservation requirements and grants are based on need. It may be a joint grant with State or separate. Recommendations are generally made by the Indian Scholarship Committee and approved by the Tribes. (Apply as follows to your home agency or reservation tribe.)

Minnesota Chippewa Tribe Education Division Box 217 Cass Lake, MN 56633 Tel. (218)-335-2252	Bureau of Indian Affairs Minneapolis Area Office 831 Second Ave. South Minneapolis, MN 55402 Tel. (612)-725-2901	Red Lake Band of Chippewas Education Division c/o Red Lake Agency Red Lake, MN 56671 Tel. (218)-679-3371

NOTE: Sioux Communities apply to the Minneapolis Area Office. (The BIA contracted with the Tribes on July 1, 1973, to administer their Federal Indian Scholarship Funds.)

For further information on any of the above programs, please feel free to contact your high school counselors, Indian Agencies, Tribes, or write to:

Scholarship Officer, Indian Education
State Department of Education
State Services Center
1705 U.S. Hwy. 2 West
Bemidji, Minnesota 56601

218-755-2926

APPENDIX C

FOR DISCUSSION ONLY

INDIAN SCHOLARSHIP ASSISTANCE PROGRAM

DATA ENTRY CODING SHEET

Mode (1) | File Number (2) | Action (7) | Date of Entry: Mo (9) Day Yr (14)

IDENTIFICATION

Last Name (15) | First Name (26) | MI (38) | (Maiden Name) (39–51)

GENERAL INFORMATION

Soc. Sec. Number (52) | Birthdate: Month (61) Year (63) | Sex (65) | Marital Status (66) | Depend. (67) | Residence: Co (69) Res (71) | Tribe (73)

EDUCATION

H.S. District: Tp (75) Number (76) | Year Of: Grad (79) G E D (81) | Post-Secondary: Last (83) 2nd Last (86) | Current/Desired Post-Sec. (89) | Prog Type (92) | Career Choice (93)

FUNDING HISTORY

Year (96) | Previous Amount (98) | Months (103)

CURRENT FISCAL YEAR FUNDING

Current F Y (105) | Scholarships F Y To Date (107) | Supplemental F Y To Date (111)

CURRENT FISCAL YEAR FUNDING BY SESSION

1st Qtr Schlr (115) | % Bgt (119) | 1st Qtr Suppl (121) | Refund (125)

2nd Qtr Schlr (129) | % Bgt (133) | 2nd Qtr Suppl (135) | Refund (139)

3rd Qtr Schlr (143) | % Bgt (147) | 3rd Qtr Suppl (149) | Refund (153)

1st S S Schlr (157) | % Bgt (161) | 1st S S Suppl (163) | Refund (167)

2nd S S Schlr (171) | % Bgt (175) | 2nd S S Suppl (177) | Refund (181)

Voc Schlr (185) | % Bgt (189) | Voc Suppl (191) | Refund (195)

OTHER AIDS

BEOG (199) | SEOG (200) | Tribal (201) | Private (202) | Loan (203) | Work Study (204) | HECB (205)

V A (206) | Student (207) | Spouse (208) | WIN (209) | DVR (210) | CETA (211) | Other (212)

APPENDIX D

Summary: Indian Graduate Research Project

The Minnesota Indian Scholarship Program was began in 1955 to make available counseling, guidance and financial assistance to American Indian students enrolled in post secondary educational programs. Through the use of state scholarship funds, B.I.A. funds, B.E.O.G. grants, S.E.O.G. grants and other sources, the Scholarship Program has packaged grants for over 1,000 students per year. This aid has been extended to four year, two year and vocational students.

During the past year, a research project was conducted among scholarship recipients. Because of time constraints, it was limited to graduates of four year programs. The Minnesota Indian Scholarship Office developed and sent a survey to 252 graduates. 115 were returned. It was not possible to locate current addresses for the remaining graduates. Approximately 370 students aided by the program have graduated from four year institutions. Because of delayed graduation and other factors, an exact number cannot be established. Thus the 115 returned questionnaires represent a return of 31.1 percent.

The survey asked respondents to: list their employment chronologically since graduation, to indicate the importance of the financial aid they received through the program in defraying school costs, and suggest changes they would like to see in the program. Comment from the survey will be used by the Minnesota Indian Scholarship to: establish criteria and design formats for future program evaluation, help define program priorities, and identify and overcome barriers that prevent many students from successfully completing a program. The following narrative will summarize the major themes that emerged from the survey.

Summary of Survey Response

The predominate theme to have emerged from the survey was that the absence of financial aid provided by the program would have made it impossible for many to have afforded the costs of a four year program. 56, or about half, the respondents indicated that they would have been unable to stay in school without financial assistance. Another 16 indicated that financial aid was extremely helpful because it enabled them to devote adequate time and energy to their studies. Although direct financial assistance from the program constitutes only about ten percent of a student's financial costs, the aid is, in the words of one student:

"Very essential. Without this assistance I would not have been able to obtain my B.S. degree. I would have had to work which would have meant low grades. Indian students are often below other students which means more effort, thus no time to work, however much you desire to do so."

Four respondents indicated that they felt the rules and regulations of the program were not defined adequately enough to enable them to understand at the outset of the program what was expected of them in order to continue qualifying for assistance.

They indicated they would like to see more emphasis placed on informing prospective students about the program.
Eight respondents would have desired more personal contact and counseling from the Scholarship Program while attending school. These students seemed to indicate that the program should assume a more active involvement in assisting students in defining their educational goals.

"Students should have a preset program to follow. Many attend two or three years of college and come to find that they have no educational goals."

"Better counseling for the students. Students uninterested in college should not be 'persuaded' to stay in school. Many end up doing it for the money only and as a result do not get much out of college."

"Program is grossly understaffed. Mr. Mittelholtz and Joe Aitken are to be commended for their efforts. Great need for personal contact."

Eight respondents suggested changes in the administration of the Scholarship Program. Two students suggested that the funds be made available at the beginning of the school year. Four respondents felt that forms could be simplified. While another respondent felt that the existing system of awarding funds did not adequately take into account individual circumstances and that an Indian counselor should have more discretion in determining student need. Another respondent indicated that he felt the financial aid office of the institution he attended was insensitive.

"Convince the college administration that an Indian Scholarship is earned and not just a gift....The only time I felt any overt discrimination was when I applied for my quarterly scholarship monies. The attitude seemed to be one of disdain."

Fifteen respondents felt that aid should be made available to students enrolled in graduate schools. Two of the respondents linked post graduate financial aid to a student commitment to serve in a field that would benefit American Indian people and their culture. Four students felt that a willingness to make a commitment to work in American Indian programs upon graduation should be considered by the Scholarship Committee in making its funding decisions.

High Schools of Survey Respondents

Two Harbors	1
Hopkins	1
Walker	3
Ely Memorial	6
Park Rapids	5
Bagley	2
Bay Field H.S.	1
St. Paul Central	2
Cooper Sr.	2
Red Lake High	9
Anoka Sr. High	1
Duluth Cathedral	2
Warroad	1
Albert Lea	1
South High	2
Mahnomen	5
Remer	1
Patrick Henry	1
Granite Falls	1
Waubun	6
Vocational	1
St. Mary's-Faribault	2
St. John's Prep.	2
Detroit Lakes	2
Hinckley	2
Brooklyn Center	1
Capitol Hill (OK Cty.)	2
Washington Sr. (Brainerd)	1
Brainerd	1
Cass Lake	6
Cambridge	1
Grand Rapids	1
Wrenshall	1
Lincoln (Redwood Falls)	1
Flandreu	1
Greenway	3
Stanley Boyd	1
Frazee	1
Chisago Cty. High	1
Gowanda H.S.	1
I.A.I.A. Santa Fe	1
Bemidji	3
Haskell Inst.	1
North	2
Walpeton	1
Williams-(Williams, MN)	1
Greenbay East	1
Fridley	1
Mechanic Arts	1
Duluth East	1
Richfield	1
Murray	1
Cloquet Senior High	2
North Branch	1
Monroe	1
Orr	2
Little Fork	1
Wayzata	1
Anoka	1
Falls	1
Edison	1
St. Joseph's	2
TOTAL	112

School Attended

Bemidji State University	40
Gustavus Adolphus	3
Moorhead State	11
St. Cloud State	7
University of Minnesota-Mpls.	16
Mpls. College of Art & Design	2
U. of M.-St. Paul	2
U. of M.-Duluth	9
Mankato State	1
College of St. Theresa	1
University of North Dakota	1
St. John's University	1
Central State University-Edmund Oklahoma	1
U. of Oklahoma-(Norman)	1
Mokahum Bible School	1
Southwest State	1
Dartmouth	1
St. Scholastica	1
St. Catherine	1
St. Theresa	1
East Texas University	1
Concordia College	1
DID NOT INDICATE	11
TOTAL	115

Year of Graduation: 4 Yr. College Degree

	Four Year		M.A.
1955	1		
1956	0		
1957	1		
1958	1		
1959	1		
1960	1		
1961	4		
1962	2		
1963	4		
1964	5		1
1965	3		
1966	3		2
1967	3		
1968	8		
1969	6		
1970	7		1
1971	9		3
1972	6		2
1973	9		5
1974	5		1
1975	11		4
1976	5		
1977	4		3
1978	2		4
TOTALS	101		26
DID NOT INDICATE	2	DID NOT INDICATE	3

High School Graduates

N=111: 65 Males 46 Females

on or before 1945	2
1946	2
1947	0
1948	1
1949	0
1950	0
1951	1
1952	1
1953	2
1954	3
1955	4
1956	4
1957	6
1958	4
1959	2
1960	2
1961	9
1962	6
1963	6
1964	8
1965	5
1966	7
1967	8
1968	5
1969	11
1970	4
1971	6
1972	2
1973	0
TOTAL	111

QUESTIONNAIRE RESPONDENTS BY MAJOR FIELD

N = 111 65 Male 46 female

Sociology	11
Mathematics	7
Political Science	1
Art	4
Social Studies	6
Elementary Education	24
Photography/Design	1
Social Work	2
Forestry	2
Physical Education	3
English	6
Physics	1
History	8
General College	3
Anthropology	2
Chemistry	1
American Indian Studies	2
Business Education	2
Human Services Generalist	1
Criminal Justice	1
Medical Records Science	1
Intercultural Studies	1
Vocational Education	1
Music	1
Music Theory/ Composition	1
Psychology	1
Marketing	1
Electircal Engineering	1
Speech Pathology	1
Humanities	1
Biology	2
Philosophy	1
Nursing	2
Did not indicate	8
TOTAL	111

Occupational Breakdown of Minnesota Indian Scholarship Questionnaire Responders

Math teacher - I.S.D. #696
Attorney, Office of the Soliceter, U.S. Department of Justice
Assistant Public Relations Supervisor, N.W. Bell
Assistant Commissioner of Education, MN Department of Education
High School Mathematics Teacher, Washburn Wisconsin Public Schools
Adjudicator, Claims Examiner GS-9
Graphic Designer, Mpls. Housing and Redevelopment Authority
Social Worker, Red Lake Camp Health Services
Forester, Bureau of Indian Affairs
Executive Director, MN Indian Affairs Commission
Physical Education Teacher, Tiger Hills School Division, Glenboro, Manitoba
Teacher, Renville Public Schools
Social Worker, MN Chippewa Tribe
Counselor, Detroit Lake Tech.
Social Studies Teacher & Athletic Director, Swanville Public Schools
Director, Indian Education Program, Red Lake Band of Chippewa Indians
Teacher-Project Administrator, Mpls. Public Schools
Research Assistant/Graduate Resident Assistant, University of Michigan Willow Run Labs
Assistant Professor of Education and History
Teacher, Waubun School District
Clerk III, University of North Dakota
Teacher, Mpls. Public Schools
Higher Education Counselor, MN Chippewa Tribe
Vocational Education Director, B.I.A.
Supervisor, Placement and Splicing, Northwester Bell
Teacher Aide, Oklahoma Board of Education
Indian Art Instructor and Director, Title IB Program in Eveleth, Virginia and Ely
Assistant Professor of Law, University of Arkansas
Pastor, Christian and Missionary Alliance
Legal Researcher, Leech Lake Reservation
Teacher/Coordinator,Vocational Office Education Los Fresnos, Independent School District, Los Fresnos, Texas
Conservation Officer, Minnesota Department of Natural Resources
J.O.M. Home/School Coordinator, Hinckley Public Schools
Special Programs Counselor, Hennepin County Welfare
Kindgarten Teacher, North St. Paul, Maplewood Public Schools
Activities Director, Chateau Nursing Home
Health & Physical Education Instructor, Lake Park Schools
Systems Programmer, St. Paul Co. Inc.
Northern Pueblo Agency, (B.I.A.) 76-78 Elementary Classroom Teacher
Teacher, School District #119
Career Education Instructor, Red Lake Tribal Government
Title I Teacher, I.S.D. #38
Medical Records Tech, Deer River Hospital
Mille Lacs Title IV, Curriculum Developer
Elementary Teacher, Newton Community Schools
Attorney at Law, General Practice

Field Underwriter, New York Life Insurance Co.
Teacher, Grand Rapids School District
District Manager, International Dairy Queen
Statistician Historian, White Earth RBC
Superintendent, B.I.A.
Teacher/Coach, Red Lake School District
Director, CETA Programs, Minneapolis Regional Native American Center
Title I Teacher, Waubun, Ogema, White Earth School
Programmer, Sperry Univac Co.
Director, Services to Indian People Program
Owner, North Star Gas Station
Teacher, Cass Lake Elementary School
Congressional and Legislative Affiars Specialist, U.S. Dept. of Interior
Instructor and Director of Indian Studies, Bemidji State University
Contracts/Grants Specialist, Indian Health Service, Bemidji Program Office
Jr. High Teacher, Mpls. Public School
Sr. Technical Sales Representatives, Sel Rex
Title I Aide, Sartell Elementary Schools
Teacher/Administrator, Turner School District, Belott Wisconsin
Coordinator, Special Programs, Bemidji State University
Systems Coordinator, Terry Corporation
K-6 Teacher, Osseo School District
Graphic Arts Coordinator, Buckbee Mears Company
Employment Interviewer II, State of Texas
Indian Youth Advocate-COSEP
School Health Nurse Coordinator, Comprehensive Health Services, Red Lake, MN
5th Grade Teacher, Anoka Public Schools
Coordinator, Federation of Native American Survival Schools
Teacher, Mpls. Central High
Tutor/Management Aide, Ada School District
Related Drafting Inatructor, Mpls. Vocational
Title IV Program Coordinator, Cass Lake School District
Professional Piano Teacher, Self Employed
J.O.M. Assistant Coordinator, Minnesota Chippewa Tribe
Vice President, Johnson Hill Associates
Technical Assistant, Adult Vocational Training, Minnesota Chippewa Tribe
Director of Education, Minnesota Chippewa Tribe
6th Grade Teacher, Bemidji Independent School District
Ass't. Manager, Nelson's Country Market, North Branch, MN
Sales Agent, Burnet Realty, St. Paul, MN
Teacher, Duluth Public Schools
Teacher, Pine Point Experimental School
A.V.T./D.E. Coordinator, Minnesota Chippewa Tribe
Director, Institute of Afro-American Awareness
Dental Ass't./Nutrition Therapist
Project Director, Mpls. Regional Native American Center
Land Operations Officer (GS-12) B.I.A.
6th Grade Teacher-I.S.D. #710

COMMENTS:

How helpful was financial assistance in attaining education?

"Absolutely essential, students should have been made more aware of other sources. Program needed definite and definable rules and regulations."

"Excellent Program"

"Extend funding to graduate students"

"Program was the main reason why I was able to get a degree"

"If it were not for Mr. Mittelholtz, I could not have afforded to complete college."

"That we early leaders had to wrestle with yet another white man obstacle is most upsetting. I wish A.I.M. were alive in the late '50's and early '60's.

For my education financial assistance was only a nominal help. I was attending private schools and it was not originally available for private school students. I personally worked and paid for most of my education, and I would estimate my costs to be $25,000.00 from high school through graduate school.

"Very essential. While the amounts were small, without this assistance, I would not have been able to obtain my B.S. degree. For example, I would have had to work which would have meant low grades. Indians students are usually below other graduating students, which means more effort, thus no time to work, however much you desire to do so".

"The financial assistance was extremely helpful in attaining my education. It enabled me to go through school while working full time in the summer months and part time during the regular year."

"Very little. I received $100.00 per quarter my senior year."

"Not much. I did not get much because I was dumb enough to work 20 to 30 hours a week while going to school."

"Helped pay the rent."

The help I received enabled me to finish college in three years by going summers. It was quite minimal, but I feel that borrowing the money and having to work part time as well gave me the additional motivation to finish school to get out there and earn a living to pay back my loans.

"My parents or husband were unable to help much financially and as I also had a small child, it would have been most difficult to attend school without assistance."

"Without financial assistance, the odds of getting an education are much lower. In my observation it is easier to get money from our area then in many areas that the people live in out west."

"Although I did not receive a great amount of financial help, it was the small boost that kept me going in college. Thank You!"

"Financial assistance was important not only from the point of view of finances, but it proved to be a big moral encouragement as well; like so many others, there were times when I felt like quitting, but because of the financial help I was encouraged to hang in there."

I'm very grateful for that assistance twelve years ago. My grade point average went up, when I could devote more time to my studies. I would have been forced into debt during the two quarters of student teaching, because I personally couldn't handle all the hours of responsibility.

"Extremely difficult to survive without it."

"Student should be given overall understanding of the program from the outset."

"More personal contacts with students, maybe a personal meeting."

Comment:
Could you suggest any changes in the Program?

"ISAP can use a revision, but process exists for it"

"There appears to be a need for increased placement assistance immediately after graduation; moreover, a concerted program to keep Indian students in the workforce would be helpful. Identification of promising students should be made early and every effort should be made to assist in the completion of a degree. It seem that, too often, promising students fail to complete a degree."

"Convince the college administration that an Indian Scholarship is earned and not just a gift. Thinking back, the only time I felt any overt discrimination was when I applied for my quarterly scholarship monies. The attitude [seemed to be] one of disdain."

"I hope someone as good as Mr. Mittelholtz will follow his lead. I felt his was a personal contact with the program and most helpful and encouraging. I think getting information to eligible students and keeping the paperwork as simple as possible is most important."

"Better counseling for the students. Students uninterested in college should not be 'persuaded' to stay in school. Many end up doing it for the money only and as a result do not get much out of college."

"Do away with the financial aid department as a determiner of the amount of Indian grants given to a student. The responsibility should be given the Indian counselor to determine the amount of assistance needed by each student."

"Set up a program for Indian students unable to attend full time."

"Have student monies ready before the students arrive at the college. Too many students went hungry waiting for scholarships to come in."

"More concern should have been directed toward actual student need rather than standardized non-Indian budgets."

"Students should have a preset program to follow. Many attend two or three years of college and come to find they have no direction or goals."

"Closer and better selection of high school students who are to receive aid or take part in the program. Too many fail to finish even one year. This reduces aid to more serious students."

"Program deserves more funding."

"More attempt should be made to involve upperclassmen to serve as role models for underclassmen."

"Checks should be made available at the beginning of the quarter."

" Make funds available for summer workshops."

"More communication."

"More money should be made available to our indian youth. More Native Americans today are aware of the fact they need and education and are seeking higher education as a result. To sustain this positive acceleration, the Minnesota Indian Scholarship Program must not be cut back, but expanded, to forge ahead for better human relations."

"Give full scholarship assistance in return for a post graduate committment in fields that will benefit the American Indian people."

"Too much red tape."

"I think there should be a limit to the number of years a person is assisted. If a student is not serious in his or her education, funding should be withdrawn and awarded to another.."

" Financial aid should be granted to students who will work in Indian programs."

"Elimination of favoritism in granting funds."

"More help for students who are doing well. Some are underfunded. Rising school costs should be considered."

"Staff work to secure a funding level that would insure financial aid to all students who need it."

"Yes, please reimburse the leaders who earn their own Master's Degree."

"Forms are extremely tedious and time consuming. The time lage between applying for financial aid and the awarding of funds is too long."

"Make the student dependent upon hs own resources. By means of a part time job, work study or student loans."

"Aid should be made available to middle income families."

"More outreach personnel to provide counseling to the students and to promote rapid exit from the program."

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